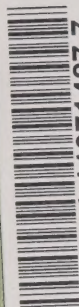


CAIZI

-63 B500



3 1761 11971427 7

Research ReportAuthor: D.W.R. WilsonTitle: A History of the English  
Catholic Public Schools  
of Quebec.Div.: VI Project No. 5





*Presented to the*  
LIBRARY *of the*  
UNIVERSITY OF TORONTO  
*by*

Mr. Royce Frith  
Commissioner

Royal Commission on  
Bilingualism and  
Biculturalism

**ACCOPRESS**

GENUINE PRESSBOARD BINDER

CAT. NO. **BP 2507 EMB**

**ACCO CANADIAN COMPANY LTD.**  
**TORONTO**

OGDENSBURG, N.Y., CHICAGO, LONDON

**CATALOGUE No. 3522**



CAI Z 1

-630500

Division VI

INTRODUCTORY NOTE

TITLE: HISTORY OF ENGLISH CATHOLIC PUBLIC SCHOOLS OF QUEBEC

by W.T.R. Wilson

Appendix I - L'enseignement de l'anglais comme langue  
seconde dans les écoles publiques françaises  
du Québec.

Appendix II - Summary of French programme in Protestant  
schools in Quebec.

NOTES:

The above two appendices were not commissioned by the Commission but they have been reproduced because they contain essential factual information on second-language teaching in Quebec. They complement the studies by Orlikow of the other provinces, which are now being prepared.

The historial study is a fascinating case study of the conflicting pressures of religion and language on English Catholics in Quebec. Thirty years ago their schools were English-language versions of the French-Catholic system, without the classical colleges; today they resemble the English Protestant schools with the addition of special religious instruction. This transformation came gradually and peacefully; it was desired by English Catholics because they preferred a public school system with a greater emphasis on science than on classics and, more specifically, they wanted their children admitted to McGill.

H.B. Neatby,  
Supervisor.



Paper prepared for

Professor H. B. Neatby

August, 1965

## A HISTORY OF THE ENGLISH CATHOLIC

### PUBLIC SCHOOLS OF QUEBEC

W. T. R. Wilson  
Research

Very respectfully,  
Professor H. S. Gantt  
October, 1902

A REPORT ON THE  
RESULTS OF THE  
WORK OF THE  
COMMISSIONERS OF THE  
LAND OFFICE

By  
H. S. Gantt



## Introduction

The system of schools for English-language Roman Catholics in the province of Quebec is a recent enough innovation when considered in terms of a school structure that was completely established by 1875 and existed without important change until the passing of Bill 60 in 1964. It is less than thirty years since English Catholics achieved their goals of a separate curriculum and an English-language teacher training institute. Things happened very quickly in the period between the years 1937 and 1940 when all this came about, but in order to put all of it in perspective some background information must be given about both the educational structure in the province up to that time, and the position of English-speaking Catholics within it.

## The basis for discontent

Because of the confessional division of the education system in the province of Quebec, English-language Catholics have always been in the anomalous position of being a minority group within a majority. The British North America Act (section 93) confirmed the Protestant-Roman Catholic division of schools which had received its first formal statement in the Act of Union in 1841, and as a consequence English-speaking Catholics were parcelled up with French-speaking Catholics. This rather tenuous marriage continued for educational purposes until the nineteen-thirties when English Catholics finally succeeded in obtaining permission from the Catholic committee to design their own curriculum, a step which initiated a series of changes resulting in the formation of virtually a third school system within the province.



Digitized by the Internet Archive  
in 2023 with funding from  
University of Toronto

<https://archive.org/details/31761119714277>



English Catholics unlike minority French Canadians in other provinces had had little to be unhappy about with regard to the teaching of and teaching in English, since, where English Catholics were in the majority in a school municipality their schools were entirely English, and where they were in a minority position, they had the official support of the Superintendent of Education as far as their rights to have instruction of their language were concerned. Discontent arose rather because of the restricted ends which the public secondary schools were designed to meet.<sup>1</sup> The dominant role played by the collège classique and the consequent de-emphasis of preparation for university entrance in the public secondary schools was an

- 
1. "The French Canadian public school system is the product of many and complicated factors of a historical, philosophic, and psychological nature. The private and church schools of the French Régime, the unwillingness to bear taxation for public school purposes, the political struggle necessary to obtain a bare minimum, and finally and predominantly the great awareness and love of their "collèges classiques" have made the French Canadians slow to adopt high school education as it is known in the rest of Canada and the other countries with which we are familiar. The idea of a public high school system up to junior and even senior matriculation for everybody with the necessary talents was a foreign concept and is still viewed by some with doubt or reluctance".

Carter, Canon G. Emmett, The Catholic Public Schools of Quebec, page 51.





educational policy which was satisfactory for many years to French Catholic parents in Quebec, but which profoundly displeased English Catholics who did not share the same devotion to the classical education and were wanting to prepare their children for entrance to English language universities and the Bachelor of Arts degree. When English Catholics finally asked for their own curriculum, it was in order that they might tailor it to meet the needs of a community which shared more the educational aims and outlooks of the English Protestants than those of their French language coreligionists.

#### The position of English Catholics before 1940

The character of the administrative structure, prior to Bill 60, had not changed since the passing of the Loi de l'Instruction Publique in 1875 when the already operative Council of Education and its two sub-committees, Catholic and Protestant were firmly entrenched. The Act of 1875 among other things served to establish the make-up of these committees and granted them a greatly increased autonomy which they both very quickly learned to exercise. The Council of Education was to be made up of all Roman Catholic Bishops whose dioceses were at least partly in the province, an equal number of lay Catholics and an equal number of Protestants. Catholic members of the Council formed the Catholic Committee, the Protestants, the Protestant Committee. It was no time at all before these two were functioning entirely independent of one another, neither one seeing need to meet with the other at the level of the Council of Education: between the years 1908 and 1960 the Council of Education





did not have a single meeting.<sup>1</sup>

While English Roman Catholics were not granted any language rights under the law, as a result of the degree of independence, enjoyed by school municipalities they were able to look after themselves wherever the majority of Catholic voters in a municipality were English-speaking, since the school commission they elected was at liberty to hire English-language teachers. The following quotation from C.J. Magnan, l'Instruction Publique dans la Province de Québec is to the point:

"Dans quelle condition sont les catholiques de langue anglaise de la province de Québec au point de vue scolaire?

A cette question il n'y a qu'une réponse: les catholiques de langue anglaise, dans la province de Québec, jouissent de tous les droits et privilèges dont bénéficient, en vertu de la loi de l'instruction publique, les catholiques de langue française.

En effet, d'après cette loi, la province est divisée en circonscriptions nommées municipalités scolaires. Dans chaque municipalité, les pères de famille appartenant à la religion professée par la majorité des habitants, élisent tous les trois ans une commission scolaire, qui se charge (en vertu de la loi) de tout ce qui concerne l'école, y compris l'engagement des maîtres.

Ainsi, dans les municipalités où tous les catholiques de langue anglaise sont en nombre suffisant ou en majorité, ils sont absolument libres d'organiser les écoles conformément à leur besoin.

Ce sont les commission scolaires qui déterminent par l'engagement des maîtres soit de langue anglaise soit de langue française dans quelle langue l'enseignement régulier sera donné à l'école. Dans les endroits où les catholiques de langue anglaise sont en majorité ils sont les maîtres de leurs écoles. Ni le gouvernement,

---

1. Québec, Rapport de la Commission royale d'enquête sur l'enseignement, Tombe 1, page 15.





ni le département de l'instruction publique, n'interviennent dans les questions de langue, excepté pour revendiquer le droit de la minorité, qu'elle soit de langue anglaise, ou de langue française." 1

English Catholics, or "les Irlandais" as they were known, were principally situated in the Montreal and Quebec City areas although there were considerable communities of them scattered throughout the province. According to statistics given in the annual Report of the Superintendent there were just about thirteen thousand pupils whose mother tongue was English studying in Catholic schools (elementary, model and academies) in 1892-93. 2 Most of these would have been of Irish origin for it was not until the influx of post World War II immigrants from continental Europe that the dominant position of the Irish Catholic was broken.

The department took an active interest in the welfare of pupils attending schools where the language of instruction was not their own and insisted on their being given instruction in their mother tongue, be it English or French. The oft quoted directives from the Superintendent of Education to his inspectors illustrates the official policy:

- 
1. Magnan, C. L., L'Instruction Publique dans la Province de Québec, 1932.
  2. There were 6,437 pupils whose mother tongue was English attending Roman Catholic elementary schools, 6,722 attending model schools and academies. Report of the Superintendent of Education, 1892-93.





"Dans quelques districts, un certain nombre d'écoles catholiques sont fréquentées par des élèves de langue française et par des élèves de langue anglaise. Dans ces écoles mixtes, exigez des commissaires qu'ils engagent des titulaires compétent à bien enseigner les deux langues. Une école dont la majorité des élèves est canadienne-française et suffisamment l'anglais; tandis qu'une école dont la majorité est canadienne-anglaise ou irlandaise doit être confiée à un maître sachant parfaitement l'anglais et suffisamment le français. Chaque fois que vous constaterez qu'une minorité n'est pas traitée avec justice, veuillez m'en informer incessamment." 1

"Veuillez relire les instructions contenues dans ma circulaire aux inspecteurs en date du 23 décembre 1912, concernant les écoles bilingues. Cette année chaque fois que vous constaterez de la mauvaise volonté ou de la négligence chez les commissaires concernant l'enseignement de la langue maternelle dans les écoles mixtes, veuillez m'en informer, non seulement dans votre rapport, mais aussi et immédiatement après votre visite des écoles de la municipalité, par lettre spéciale, prévenez les commissaires que s'ils ne rendent pas justice à la minorité dans nos municipalités, qu'elle soit de langue française ou de langue anglaise, je priverai la municipalité des subventions du gouvernement." 2

From the annual reports of inspectors and the Superintendent, and the minutes of the Catholic Committee, one can construct a quite accurate picture of the period before the nineteen thirties. As early as 1876 one finds inspectors bearing names like "McGrath" from Aylmer and "McMahon" of Montreal, and school principals like "McKay" of the Western School in Montreal and although their reports are in French one

- 
1. "Circulaire à MM. les Inspecteurs des écoles catholiques de la province de Québec, le 23 décembre 1912." Rapport du Surintendant 1912-13, p. 600.
  2. "Circulaire à MM. les Inspecteurs des écoles catholiques de la province de Québec, le 25 août 1914". Rapport du Surintendant 1914-15, p. 608.





might well presume that they were inspectors whose mother tongue was English working in English-speaking areas. From the first reports of the sub-committee on selection of textbooks one sees that English language tests were among those being approved but from what was said by members of the English section of the Montreal Catholic School Commission they were for the most part atrocious translations of the texts used in the French Catholic schools. The 1879-80 Report of the Superintendent outlines a questionnaire to be employed by school inspectors, one of the questions on which was, "In what language is the teaching conducted?" Subsequent reports did not contain statistics resulting therefrom.

Until recently, one of the most important characteristics of the school system in Quebec, as far as the English Catholics were concerned, was the very large freedom from central control enjoyed by commissions and schools. Inspectors were appointed for all districts, but in rural areas, it was often the case that the Inspector responsible for an English school was French-speaking. As uniform examinations in the English Catholic schools did not come into being until 1940, the department had no certain check on the level of achievement in its schools, nor could it thereby oblige them to adhere to the prescribed programme. Few enough of the English schools diligently followed the curriculum.

For example, as the following quotations will illustrate the department desired that all English language pupils should be taught French. However, although progress seems to have been made from time to time towards this goal, the repeated mention of the problem would suggest that they were never completely successful.



i) Report of Montreal (Catholic) Inspector McMahon

a) 1881 - "In one or two academies I pointed out that the teaching of French is too much neglected. The English language is undoubtedly very necessary. It is claimed to be the language of business but is this a reason for neglecting in a country like ours, the study of the beautiful French language ..... " 1

b) 1882 - "During the first two or three years of my inspectorship, I was grieved to see that the teaching of French was too much neglected in a couple of schools where the majority of the children belong to English-speaking parents. I inveighed very strongly against this, and endeavoured to show that if it be necessary to know English, it is equally necessary to know French in a country like this, and I am happy to say that at present both languages are about equally taught in all the classes. Somebody told me, jokingly, on one occasion, that if I continue to speak in favour of French being taught, I would run the risk of being stoned in a certain ward, but I am happy to say that in that very locality my advice has been appreciated and followed." 2

ii) Report of the Superintendent, Cyrille-F. Delage, 1917-18:

"Question de Langue: Grâce aux efforts des employés supérieurs de mon département et au tact des inspecteurs d'écoles, les rares difficultés de l'enseignement du français dans les centres de langue anglaise, ont été réglées à l'aimable au cours de l'année. Le français et l'anglais sont enseignés dans toutes les écoles des centres mixtes. De plus en plus les commissions scolaires de ces régions comprennent qu'il est d'élémentaire justice de fournir aux enfants d'une minorité l'occasion d'apprendre leur langue maternelle à l'école." 3

iii) report of Montreal (Catholic) Inspector Miller 1918-19:

- 
1. Report of the Superintendent, 1880-81, p. 80.
  2. Ibid, 1881-82, p. 97.
  3. Rapport du Surintendant de l'Instruction Publique, 1917-18,  
page xi.





"..... j'ai aussi constaté avec plaisir que l'enseignement du français aux élèves de langue anglaise se donne plus régulièrement et dans un plus grand nombre de classes. Il faut noter ce progrès et espérer qu'il ira en s'accroissant." 1

iv) Report of the Superintendent, Cyrille-F. Delage, 1933:

"Enseignement de la langue française, de la langue anglaise - Enseignement Bilingue:

L'enseignement bilingue dans certaines régions, particulièrement aux confins de la province, ne se fait pas toujours - à notre grand regret - d'une manière régulière. On plaide circonstances atténuantes. Des plaintes subséquentes reconnues fondées nous avaient été faites sur la part trop étroite accordée à l'étude du français dans les écoles du comté de Pontiac. Des griefs, paraît-il, existaient encore. En conséquence, M. B.-O. Filteau, secrétaire de mon Département, fut chargé de faire enquête afin de constater si tel était malheureusement le cas. D'après un rapport qu'il m'a récemment transmis, la situation au point de vue de l'enseignement du français s'est considérablement améliorée. Il fonde en outre de grandes espérances sur l'ouverture de l'école normale bilingue embryonnaire à Chapeau, dans l'Îles-des-Allumettes, confiée à la sollicitude des révérendes sœurs de Saint-Joseph et au zèle de M. Rodolphe Allard, un excellent professeur. Elle a pour but principal la formation de titulaires compétents pour les écoles de ce district. Il y a donc lieu de se réjouir; les tentatives déployées depuis quinze ans pour le règlement d'une question aussi épineuse commencent à produire de bons résultats.

Le Gouvernement de la Province, sur votre recommandation, a accordé de généreuses subventions afin d'assurer la naissance, l'existence de ce foyer de formation pédagogique et de culture française et de récompenser les municipalités qui font de réels sacrifices pour donner un enseignement bilingue dans leurs écoles. Nous vous prions instamment de continuer ces insignes faveurs." 2

---

1. Ibid, 1918-19, page 116.

2. Ibid, 1932-33, page XIII.





v) Report of Mr. A.-E. Wescott, Montreal school inspector (Catholic), 1938:

Mr. Wescott said that the French teachers in his schools were trying hard but because of inadequate training, unsatisfactory course programmes, and texts that were too difficult, the results they achieved were not good at all. 1 & 2

### Curriculum

Basically the curriculum that was to be followed in the English Catholic schools was a direct translation of the French language one although a certain number of adjustments were made to accommodate English Catholics. For example in 1917 the Catholic Committee passed a motion approving the teaching of Irish history to English-speaking children and adopted a textbook for the purpose.<sup>3</sup> The sub-committee of the Catholic Committee had some years earlier rejected a suggestion by the St. Patrick's League which would have changed considerably the tenor of the English school system. The report of the sub-committee was adopted the 2nd of May, 1899:

"The sub-committee do not consider advisable to consider the suggestion of the St. Patrick's League to adopt, in a general manner, the English school books used in the province of Ontario, inasmuch as the books published in the province of Quebec and approved by the Roman Catholic Committee of the Council of Public Instruction give satisfaction.<sup>4</sup>

---

1. Rapport du Surintendant de l'Instruction Publique, 1937-38, p. 129.

2. It is of interest to note that the English section of the Montreal Catholic School Commission will start their French language programme at the grade one level in all their schools this year. French is a "core" and consequently obligatory subject in all their high school programmes of study.

3. Report of the Superintendent of Education, 1916-17.

4. ibid, 1898-99, p. 381.



A special English course for English language schools was adopted, mention of which was made in 1920.<sup>1</sup>

A certain number of private classical colleges were run in the province offering what was really an English language version of the French cours classique. These provided something of an alternative for English Catholics who wanted a secondary school formation that would be recognized by English universities. The Catholic High School of Montreal was one of these - its beginnings and development illustrate the transition that was taking place within the English Catholic community in Montreal.

The Catholic High School was chartered as a corporation in 1899 by a number of Irish Roman Catholics from Montreal. Section number three of the Act which established them outlined:

"La corporation est par la présente loi autorisée a établir une école en la cité de Montréal, qui sera connue sous le nom de Catholic High School of Montreal, avec des succursales en la cité de Montréal et ailleurs, et à y enseigner la religion, l'anglais, le français et les autres langues, la lecture, l'arithmétique, les mathématiques, l'histoire, la littérature et les arts, y compris les beaux-arts, la sculpture, le dessin, le modelage en argile ou autre, l'architecture et les arts mécaniques, et les métiers en général, ainsi que toutes autres branches des sciences et d'éducation en général, que la dite corporation pourra juger opportun d'introduire de temps à autre, et à décerner des certificats et diplômes de compétence et d'excellence aux gradués qui les mériteront dans les différentes branches." 2

- 
1. "Comité Catholique, Procès Verbaux", Rapport du Surintendant de l'Instruction Publique, page 406.
  2. Loi Constituant en corporation le Catholic High School of Montreal, 10 mars 1899. S. Q. 1899 Ch. 79, s. 3.





The school was characterized by one person interviewed as the "poor man's Loyola". It started out very much along the lines of the French classical system and even petitioned the Catholic Committee in 1922 to be recognized as a classical college in order that it might receive some public moneys. At that time the pastor of St. Patrick's parish, and consequently the ex officio president of the college, was a Father McShane. Father McShane, a graduate of Montreal College, was a strong supporter of the classical college system, and in spite of much opposing opinion within the administration of his school which favoured a more progressive curriculum, Father McShane attempted to get this recognition by the Catholic Committee. His venture was unsuccessful, partly because of the dissension within his own ranks. The curriculum committee (La Commission d'Immatriculation) of the University of Montreal, in passing on the application, had one reservation.

"Un collège classique est avant tout une institution de culture générale et non pas de spécialisation prématurée dans l'ordre scientifique ou littéraire. En conséquence, elle ne peut pas accepter l'idée d'un cours scientifique qui est annexé au programme avec les substitutions qu'on y propose." 1

It is interesting to note how the traditional concept of the classical course would not allow for the introduction of even the slightest concession to scientific courses.

---

1. Rapport du Surintendant de l'Instruction Publique, 1922-23.





In the years that followed, those in favour of a programme of studies more in line with that of the Protestant schools won out, and the curriculum of the Catholic High School was so altered that at least some ten years before the official English Catholic programme was adopted and accepted by McGill, graduates of Catholic High were being admitted directly into McGill's first year. Immediately upon the arrival of the curriculum for English Catholic schools, however, Catholic High, which had enjoyed a great popularity among Montreal's English-speaking Catholics, found that it could no longer attract enough students to support its operations. It closed its doors some time in the early nineteen forties and subsequently the building was taken over by the school for English Catholic teachers, St. Joseph's Teachers' College.

Catholic High was not the only institution, private or public, which was taking the bit in its teeth and offering the kind of high school course which would equip students for entrance to the English language universities. A number of public high schools in Montreal and Quebec City had undertaken their own course revisions. D'Arcy McGee High School in Montreal was opened in 1931 complete with auditorium, library, cafeteria, gymnasium, and laboratories and became the most important public English language Catholic school in the city. The local provincial inspector (Shaffer) called its opening, along with that of "Le Plateau", a French language secondary school, a move which would establish "le lien qui manquait entre, l'école primaire et les institutions affiliées à l'Université, Hautes Etudes Commerciales,



Polytechnique et autres".<sup>1</sup> He probably did not foresee exactly how D'Arcy McGee would go about bridging this gap; rather than adopt the official curriculum of the Catholic Committee, D'Arcy McGee followed the pattern of the Catholic High School. Bishop Carter outlined in a short paragraph how D'Arcy McGee in Montreal and St. Patrick's in Quebec changed their programme of studies:

"The high school situation was as follows: St. Patrick's in Quebec and D'Arcy McGee in Montreal were the main English Catholic public high schools of the province. In those days a great deal more latitude was given to local commissions than is permitted today, and in the first years of their operations these high schools followed a course of studies arranged by their own staff, patterned very closely on the McGill matriculation requirements and approved in a fashion by their own commissions." 2

St. Patrick's and St. Dominick's in Montreal were two other public high schools which were doing the same thing.

While this sort of 'unofficial' solution to the problem was reasonably widespread, changes at an official level were being made from year to year as the Catholic Committee attempted to come to grips with this question. It is of interest to compare the directions in which the both were heading as it is apparent that the Catholic Committee was always a few steps behind and too that its goals did not exactly coincide with the general aims of English Catholics. The many schools which were taking liberties with their courses changed them to conform with English language university entrance requirements; the

- 
1. Rapport du Surintendant de l'Instruction Publique, 1931-32, page 31.
  2. Carter, op. cit. page 77.





Catholic Committee, however, appeared to be attempting to head off this development and guide their curricula in the direction of conformity with entrance standards of the Montreal and Laval Universities, both being Catholic and French language institutions. In the end the English Catholics won out, and it should be said, as a result of the willingness of the French-speaking members of the Catholic Committee to concede to their requests.

The first major attempt by the Catholic Committee at accommodation of the wishes of English Catholics, was the adoption in 1931 of a special curriculum for grades nine through eleven.<sup>1</sup> Following a request from "la Commission pédagogique des écoles catholiques de Montréal", the Catholic Committee requested that a group of English language teachers, religious and laic, from Montreal draw up a programme of studies. It included for each of the four years the following subjects:

| Subject     | hours per week |
|-------------|----------------|
| religion    | 2 1/2          |
| English     | 5              |
| mathematics | 2-3 1/2        |
| French      | 5              |
| history     | 2              |
| science     | 2              |

- 
1. In 1928 the English schools of Montreal were organized into a separate district and Mr. Thomas-F. Cuddihy was appointed Director. However, in that Mr. Cuddihy was one who favoured the status quo, his appointment did not represent a very significant step.





|  |       |
|--|-------|
| Latin                                  | 5     |
| drawing                                | 1     |
| physical training                      | 1/2   |
| library work                           | 1     |
| domestic science<br>or manual training | 1     |
| philosophy (4th year)                  | 2 1/2 |

It appears that in spite of the programme being entitled "Programme des Classes de 9e, de 10e et 11e années", that it was intended to commence at the grade eight level or alternately to extend to a grade 12 since a four-year programme is outlined.<sup>1</sup>

Bishop Carter discounted very heavily the importance of this programme "since it was never followed in its entirety in Montreal, and not followed at all in other centres like Quebec and Westmount."<sup>2</sup> He would not agree with what seems to be a plausible theory, that having obtained this much, English Catholics were able to use it as the thin edge of the wedge in obtaining further concessions. His argument against the idea that this opened the door would be based on two points. The first one is mentioned above - no significant number of schools and none of the important ones followed the programme; the second would likely be that this concession did not involve a recognition on the part of the Catholic Committee of the fundamental difference between the educational goals of English and French Catholics.

- 
1. Comité Catholique, "Procès Verbaux", le 20 mai 1931, Rapport du Surintendant Publique 1930-31, page 259. Reproduced in its entirety in Carter, op. cit., page 173.
  2. Carter, op. cit. page 78.



Bishop Carter is right in saying that few schools followed this new curriculum. Even in 1938, the first year of the uniform examinations for schools following these courses, only four students (at schools in Kenogami and Chapeau in Pontiac County) undertook the examinations of the eighth and tenth grades.<sup>1</sup> However, between 1931 and 1939, one finds mention of this curriculum in reference to suggestions of an English section for the Jacques Cartier Normal School, and in reference to a call for strict adherence to the curriculum and finally it was a committee which was directed to revise this curriculum which brought in the 1938 programme of studies.

In September 1932 a sub-committee of the Catholic Committee, appointed to investigate the teaching of English at the Jacques Cartier Normal School suggested that the 1931 programme of studies be made compulsory for teachers being prepared for the English language high schools. To accommodate English language student teachers they recommended:

- (a) qu'une section anglaise soit établie dans cette école
- (b) que le personnel nécessaire et compétent soit choisi pour donner cet enseignement
- (c) et que, si nécessaire, la dite Ecole normale (Jacques-Cartier) soit agrandie pour répondre aux besoins nouveaux. 2

- 
1. "Rapport concernant les examens d'Etudes de 8e et de 10e années des Ecoles Anglaises", Comité Catholique, Procès Verbaux, L'Enseignement Primaire, Vol. 11, No. 1, 1938, page 18.
  2. Comité Catholique, "Procès Verbaux", 19 janvier 1933, L'Enseignement Primaire, page 398.





In his Annual Report of 1933-34, the Superintendent of Education, Cyrille-F. Delage announced a new programme for normal schools:

"Le nouveau programme pourvoit à l'organisation facultative de deux cours distincts et parallèles dans chaque école normale; un cours français comprenant cependant l'anglais comme langue seconde et un cours anglais où le français passe au second rang mais reste quand même obligatoire." 1

A certain number of rural normal schools took advantage of this directive, but Jacques Cartier, the most important one, for the moment remained principally a French language institute. Jacques Cartier finally opened an English section in the fall of 1938 under the direction of Canon G. Emmett Carter. Canon Carter and his staff were left to their own devices even to the extent that during their first year of operation, their programme of studies was developed as the year went along. The section grew through the years and today is the St. Joseph's Teachers' College, (opened 1953) an institution entirely separate from Jacques Cartier.

During late 1937 a sub-committee of the Catholic Committee made a study of the programme for Catholic High Schools and other courses in the province leading to the same academic level. They found that there was little that was not comparable, the one to the other, but suggested that the Protestant High School programme offered the most flexible and satisfactory solution. They remarked on the greater development in science and mathematics in the Protestant

---

1. Rapport du Surintendant de L'Instruction Publique, 1933-34, p. xi.





schools. Their conclusions were presented more in the form of suggestions than formal recommendations and it is interesting to note that while they favoured the Protestant high school programme which was patterned on McGill entrance standards, the Catholic Committee's motion was that the two French-language universities be invited to grant standing to students with standing from the English Catholic high schools.

"Proposé par Monsieur J.-A. Trudel, appuyé par  
Monsieur le Sénateur Jules-Edouard Prévost  
Que l'Université Laval et l'Université de  
Montréal soient invitées à étudier la possibilité  
d'accorder une équivalence aux porteurs du certificat  
de 10e année des écoles anglaises catholiques." 1

The Catholic Committee was not quite in step with the English Catholics who wanted and very shortly were to get a system which would give them standing recognized by McGill University, the principal English-language university of the province.

The turning point for English Catholics came in the academic year 1937-38.

"At the beginning of the school year 1937-38, the Catholic Committee named a committee of English-speaking teachers and administrators to introduce certain modifications in the English-language program for the elementary grades. This program, as the records show, had been nothing much more than a translation of the French programme and matched it point by point except in the subjects of English, French, and religion. The committee therefore was requested "to translate" a new program which was coming into use at that time in the French-language schools and "to adapt" it in the three subjects where diversion

---

1. Comité Catholique, "Procès Verbaux", le 5 oct. 1938,  
L'Enseignement Primaire, Vol. 11, No. 1, page 21.  
See Appendix A for text of the Sub-Committee's Report.



had been tolerated." 1

The sub-committee did not limit their 'adapting' to the three courses where they were permitted to take liberties but made a number of other alterations, mainly in the mathematics courses, but the Catholic Committee stopped this short and required them to confine themselves as they had been directed. The recommendation of the sub-committee concerned with supervising this revision committee is revealing:

"Traduction et adaptation du nouveau programme aux écoles anglaises. -

Le sous-comité conjoint recommande l'approbation de la résolution suivante soumise au Comité catholique le 11 mai dernier par le sous-comité chargé de reviser le programme des écoles primaires:

(a) Que toute la latitude convenable soit laissée aux représentants des écoles anglaises en ce qui concerne la préparation du programme de religion, de langue anglaise et de langue française;

(b) Que ce sous-comité soit chargé de remettre à l'étude le programme de géographie et d'histoire du Canada afin de voir s'il n'y aurait pas lieu d'accepter quelques-unes des suggestions faites par les représentants des écoles anglaise. Si certaines modifications sont jugées nécessaires, ce sous-comité pourra les faire sans revenir devant le comité catholique:

(c) Que le programme des autres matières reste le même pour les écoles anglaise et les écoles françaises." 2

---

1. Carter, op. cit. page 75.

2. "Rapport de la Commission de Coordination et d'Examens", 5 oct. 1938, Comité Catholique, Procès Verbaux, L'Enseignement Primaire, Vol. 11, No. 1, page 21.





When faced with this intransigent position the group in Montreal who had done the translation determined that they must attack the problem head-on rather than in the piecemeal fashion which had been employed up to that time.

"The authorities must be brought to realize that here was a real, separate, and individual problem. The English Catholics, while entertaining the greatest loyalty to the Catholic Committee and the Catholic authorities of the Department of Education, did present a special educational problem and needed a structure of their own in courses of studies, textbooks, official examinations, and teacher training." 1

Since they had failed to obtain the changes they desired at the elementary school level it was decided that they would go after their goal by seeking a complete revision of the high school programme, but this time they would specifically seek a programme openly designed, as the 1931 one was not, to conform with McGill's entrance requirements. The committee moved very quickly for within that very short period, two years at the outside, they accomplished the task of establishing an entirely revised programme of studies, they organized an examination committee to supervise standardized examinations for second, fourth and fifth year high school, and on the strength of their programme of studies they were granted university admittance for their fourth and fifth year high school certificates.<sup>1</sup> (The separate English language section of Jacques Cartier Normal School, as previously mentioned, had been opened

---

1. Bishop Carter emphasizes that the support of Archbishop Gauthier of Montreal was crucial to the success of the project during the 1938 period. Carter, op. cit., page 78.



in 1938.) Revision of the elementary school programme followed shortly, although this too represented a considerable hurdle. The French-language members of the Catholic Committee were somewhat more hesitant about giving in to the idea of a separate curriculum at this level. However, when the question was finally decided, the Catholic Committee gave the revision committee complete freedom to do what they would.

"Revision du Programme des Ecoles Elémentaires Anglaises

Monsieur le Surintendant demande l'opinion du Comité catholique relativement à la latitude qui doit être laissée à la Sous-Commission chargée de reviser le programme des écoles élémentaires anglaises. Ce programme devra-t-il être le même que celui des écoles françaises, ou peut-il être différent soit par le plan soit par la forme?

"Après avoir entendu les observations de MM. Michael McManus et Gerald Goughlin, le Comité décide de laisser à la Sous-Commission de langue anglaise la liberté de préparer le programme selon sa propre conception comme le fait actuellement la Sous-Commission de langue française. Les deux Sous-Commissions devront ensuite se rencontrer pour essayer d'établir un programme commun sur le plus grand nombre de matières possibles. Chaque Sous-Commission fera ensuite rapport à la Commission des Programmes et des Manuels qui elle-même fera rapport au Comité catholique," 1

The curricula were enthusiastically received by English Catholic schools in the Province. It was stated that all the English-language girls' convent schools in the province adopted the high school programme in 1940 after university recognition had been given. Administration, while nominally in the hands of the education department at Quebec, fell onto the Montreal Catholic School Commission which was better equipped to look after the problems which arose in the schools.

---

1. Comité Cathlique, Procès Verbaux, le 3 mai 1944, page 18.





outside of Montreal. At present, however, although the Montreal School Commission is still looked to for leadership, they no longer dominate as they once did. Fear of a more far reaching reduction in the autonomy of the Montreal Catholic School Commission and of the English Catholic school system as a whole was expressed in one quarter on account of the nature of the Parent Commission recommendations. It was said that the stress on centralization and uniformity which is an integral part of the Royal Commission on Education's report would undermine the great independence which the English schools enjoy. Because the school system for English Catholics is not buttressed by statute as is the Protestant one, English Catholics are more vulnerable to a process of erosion which could result from an increased emphasis of this sort.

One of the purposes of this research project was to determine the degree to which the English Catholics model their secondary school curriculum on those of other systems. It was felt that it would be of interest to know how the Catholicity of their schools manifested itself and what contrasts there would be between theirs and the Protestant curriculum. A very general answer to the second question is given in the following two paragraphs taken from Bishop Carter's book.

"The Catholic outlook in education is, of course, of prime importance in this organization, as it is in the French. The principle that religion is not just one subject in the curriculum is thoroughly applied. This principle cannot appear in every part of the curriculum content, but where it can it has been introduced. To give a concrete example, the negative attitude to God which is prevalent in most science courses even in elementary schools is rejected in the official program, and the designers of the course have been searching for years to find suitable textbooks whose authors, without being less scientific in approach, do not feel it



necessary to consider God as excluded from His own universe.

The search for Catholic viewpoint in an English-language framework sometimes imposes a difficult choice on the officers responsible for curriculum planning. The desire to use Canadian publications is often in conflict with the attractiveness of the material being produced by the large, though private, Catholic school system of the United States. In some cases the difficulty has been overcome through the co-operation of a Canadian publisher who prepares an edition adapted to these needs. In others, the factors must be weighed and judged on the basis of the particular problem and the solutions offered. Perhaps some day some form of co-operation may be worked out by which all English Catholic schools in Canada will use at least some of the same texts, thus making it possible for the publisher to prepare attractive Catholic editions." 1

At the present time there is a certain amount of co-operation with the Montreal Protestant School Board in the selection of texts, for although the two school systems may not choose the same books, they freely exchange views on what is available. There are many fields in which ideas are traded between the two systems. Because the subjects taught, with the exception of religion are almost exactly the same there is much to be gained from keeping abreast of what the other is doing. For example the Catholic school board, when considering the adoption of a 'new math' system decided on one rather than another, because both were in the experimental stage, and the alternative was already being tested in the Protestant schools who were willing to make available all their conclusions to the Catholic Commission.

---

1. Carter, op. cit., page 54





The close parallel between the two systems does not result from the Catholics having copied the Protestants - although the English Catholics do not hesitate to borrow ideas from other systems - but rather from their both being governed to a large extent by McGill University requirements. The latter pretty well determine what secondary school courses will be taught, but the manner and in many respects the content are left to the discretion of the school systems themselves, subject to a final approval from the university. In some cases the course content differs between the Catholic and Protestant schools as in the case of English literature where one finds a certain number of Catholic authors included. In other situations, the selection will be based on whatever is felt is the best text available regardless of its origin. One example was cited where the Catholic schools chose a text written by a professor from Sir George Williams University, a Protestant institution, which had been rejected by the Protestant school board. In the case of history, they do not hold that it should be a course in apologetics, but they have found that none of the programmes followed in other systems is, in their eyes, entirely objective and consequently they have designed their own. One new subject in the curriculum, Canadian History, resulted from suggestions made to McGill University by the Catholic School Commission.



### English Catholic representation

English Catholics as a result of a generous attitude on the part of French Catholics have been given a reasonable degree of representation at all levels in spite of their being no legal compulsion to do so. The following, taken from the Carter book outlines the present situation:

"Once more, the law does not give much to the English Catholics, from the point of view of their representation. On the highest educational body, the Catholic Committee of the Council of Education, representation is based, as already explained, upon the bishops of the provinces. All the dioceses entirely in the Province of Quebec have French-speaking bishops at their heads. Sometimes, since the ecclesiastical limits do not necessarily conform to the civil boundaries, a diocese mainly of an adjacent province may have some Quebec territory, as for example, at present, the diocese of Pembroke. The bishop of such a diocese has a seat on the Catholic Committee.

No official norm has ever been established for English Catholic lay representation. It would hardly be a fair principle to base such representation upon the presence of English-speaking bishops, since a change of diocesan boundaries might thereby completely eliminate all English-speaking members from the Committee and leave this important minority group without a voice. Appointment of laymen to the Council is made by the Lieutenant-Governor-in-Council, thus leaving the Cabinet free to choose as it pleases. The tradition lately, has been to have two English-speaking members. Since the total number of laymen at the moment (1957) is twenty-two, two out of this number is a fair representation. These members have been appointed to the most important commissions of the Catholic Committee, thus bringing the voice of English Catholics to these groups where most recommendations are prepared. It has already been pointed out that there are completely English sub-commissions and boards working under the commissions.

On the level of the local school commissions, since representation is usually established by election, the vote of the proprietors is supreme. However, it is not unusual to find the French Canadian voters helping to elect an English-speaking representative when they feel that this group should have a member on the commission.





In some places he is even granted acclamation.

In the two largest city areas (Montreal and Quebec) where there are commissions whose members are appointed, not elected, the assurance of an English-speaking member is thoughtfully provided by law. In Montreal, for example, the text reads that of the four laymen appointed by the Lieutenant-Governor-in-Council one shall be English-speaking. The Archbishop, although not required to do so, has been in the habit of including an English-speaking priest among his three nominees. This gives the English Catholic people of Montreal two members of a seven member board, which is roughly twice what they would have by proportional representation. This is another example of the generosity of the French Canadians and a perfect example of a situation in which, in all fairness to them, the distinction between balance of power and representation should always be kept in mind." 1

Within the Montreal Catholic School Commission, the English section is completely independent of direction from any level except the Montreal Catholic School Commissioners themselves. The English section has its own administrative structure and is responsible for drawing up and allocating its own budget. They seem most content with their present situation.

#### The problem of small numbers

English Catholics in Quebec have dealt with the problem of accommodating their pupils when they are too few in number to form their own school in a variety of ways, but on the whole it has been satisfactory for them. When the situation arises that a small number of English Catholics have no school but a French Catholic one to attend, where it is feasible, the French-language Catholics have granted them separate classes with their own teachers.

---

1. Carter, op. cit., page 93.



The Department approves on occasion an arrangement whereby the four year high school course is doubled up so that in each year pupils follow half of each of two years curriculum. Courses are thus offered only every second year so that it takes two years for pupils to complete each of the examination sets at the second and fourth year high school levels. In some areas, for example the Gaspé and Rouyn-Noranda, without there being any official arrangement for it, English Catholics have been attending Protestant schools. In the last three or four years, agreements have been reached whereby Catholic pupils attending Protestant high schools in Rodin and Arvida have been given religious instruction after hours. It is foreseen that there will be more of this sort of co-operation as time goes on.

One former English Catholic education leader stated that English Catholics have always been granted their requests with respect to accommodation of small numbers of pupils and he was most laudatory of the Superintendent of Education in this respect. At the same time, however, he said that English Catholics have always kept their requests within reasonable limits by not making impossible demands. In his opinion, English Catholics have nothing to complain of in this regard.





## Teachers

The Montreal Catholic School Commission hires its English language teachers wherever they can be found. Practice dictates that urban schools hire only Roman Catholics although rural schools can and do hire Catholics and non-Catholics, indiscriminately. Their main source of recruits is the St. Joseph's Teachers College, Montreal, but they also draw from the Maritimes, and elsewhere in Canada, and from the United States. For a while the English and French schools exchanged English for French teachers, but for a number of reasons this scheme did not survive. It developed that they were giving each other their rejects and consequently the exchanges were stopped. It also involved the problem that a teacher who agreed to work in a French school, where he could never be principal because of his language, on returning to the English schools has lost seniority and was unknown to his superiors. It is hoped by the Montreal Catholic School Commission that this problem will be remedied, but they have no solution at the moment.



## Sources

### 1. primary:

Annual report of the Superintendent of Education,  
1875 - 1945

Inspectors of Montreal schools, annual reports  
1875 - 1945

Annual report of the Principal of the Jacques-Cartier  
Normal School, selected years 1875 - 1945

Catholic Committee on Education, Minutes of meetings,  
1875 - 1945

### 2. secondary:

Carter, the very Reverend Canon G. Emmett, (now  
Bishop of London) The Catholic Public Schools of Quebec,  
W. J. Gage Limited, Toronto and Montreal, 1957

Desjardins, s. j., Georges "Ecoles du Québec".  
Collection "Ma Paroisse" No. 1., Radio-Causeries Fev.-Mai 1950,  
Saint-Boniface, Man., C. K. S. B.

Magnan, C. J., L'Instruction Publique dans la  
Province de Québec, 1932

Rapport de la Commission Royale d'Enquête sur  
l'Enseignement dans la Province de Québec, tomes I, II et III,  
1963

### 3. interviews

Interviews with three officers, present and  
past, of the Montreal Catholic School Commission.





## APPENDIX A

Selections from Reports of "La Commission de  
Coordination et d'Examens", le 5 octobre et  
le 14 décembre 1938.



- (i) "Rapport de la Commission de Coordination et d'Examens"  
Comité Catholique, "Procès Verbaux", 5 octobre 1938,  
l'Enseignement Primaire, Vol. 11, No. 1., page 21.

"Le sous-comité conjoint se plaît à reconnaître les excellents services que l'Université Laval a rendus dans le passé à l'enseignement primaire en établissant les examens des certificats moyen, supérieur et supplémentaire, mais, vu que le Comité catholique a maintenant son propre organisme de contrôle pour tout le cours primaire à ses différents degrés, il croit que le moment est venu d'exiger que toutes les écoles qui sont sous sa juridiction suivent le programme autorisé pour les écoles publiques de cette Province.

Monsieur J.-A.

pr





L'Enseignement de l'anglais comme langue seconde  
dans les écoles publiques françaises du Québec

---

L'anglais figure comme langue seconde aux divers programmes d'études des écoles publiques françaises de la province de Québec. Cet enseignement se commence au niveau primaire; il se poursuit au cours secondaire ainsi que dans les écoles d'enseignement spécialisé, dans les instituts familiaux, dans les écoles normales, etc.

Au cours primaire

(cf. Programme d'études des écoles élémentaires, édition 1959, pp. 513 - 515)

Introduction

En vertu d'un règlement antérieur à 1948, l'enseignement de l'anglais s'introduit officiellement au programme de la sixième année du cours. En 1948, lors de l'adoption du programme actuel, le règlement rappelé ci-haut fut maintenu, mais il fut quelque peu élargi de façon à prévoir que, selon les besoins particuliers du milieu, les commissions scolaires pourraient obtenir la permission de commencer deux ans plus tôt ou deux ans plus tard. Grâce à cet adoucissement, la coutume s'est vite répandue dans la quasi totalité des écoles publiques de la Province, d'enseigner l'anglais à partir de la cinquième année.

Programme

Le programme est donc fait en vue des deux dernières années du cours (6e et 7e); mais, grâce à une revision et un enrichissement de la matière prévus pour la dernière année (la 7e), une application sur trois ans est rendue possible.



Ce programme préconise un cours de conversation sur des sujets touchant la vie de l'enfant. Afin de permettre aux élèves de revivre, en les jouant sous un autre nom, les scènes qui leur sont familières, il propose le sujet de vingt-quatre tableaux également répartis comme suit sur les deux premières années:

1re année

1. Parts of the body
2. In the Bedroom
3. John is dressing
4. Mary is dressing
5. At mass
6. Going to School
7. In the class-room
8. Playing in the snow
9. In the Dining-Room
10. Homework
11. In the Living-Room
12. Gardening

2e année

13. Food
14. Fruits and vegetables
15. The Farm
16. In the Grocery Store
17. The Christmas tree
18. Playing Hockey
19. Playing House
20. In the Kitchen
21. Building a Kennel
22. Making Maple Sugar
23. Playing Baseball
24. Fishing

Ces centres d'intérêt représentent des scènes d'une famille, celle d'Albert Martin, qui jouit d'une aisance normale. Le père et la mère ont plusieurs enfants. John et Mary, respectivement âgés de 10 et 12 ans, sont les personnages dont le rôle peut être facilement joué par les élèves au cours des leçons.

Le vocabulaire enseigné est d'environ quatre cents mots pour chacune des deux premières années, au cours desquelles l'enseignement de la grammaire demeure purement occasionnel et porte sur certaines règles dont l'application est d'un usage courant.





Quand le programme s'applique sur trois ans, les vingt-quatre tableaux sont révisés la troisième année avec un vocabulaire nouveau de quatre à cinq cents mots et une étude ordonnée des principales notions grammaticales.

### Méthode et procédés

Le programme recommande la méthode active et directe. L'observation, la compréhension et l'acquisition sont les principes de base appliqués par des procédés qui font constamment appel à la spontanéité, l'esprit d'initiative et la coopération de l'élève.

Comme il importe de développer chez l'enfant sa mémoire auditive, verbale et motrice, cet enseignement, essentiellement oral au début, maintient l'accent sur ce caractère durant tout le cours primaire.

### Manuels en usage

Deux auteurs se sont appliqués à réaliser l'esprit du programme dans les manuels suivants:

a) Conversation à l'aide de l'image, par A. Filteau et C. Villeneuve: une série en trois ouvrages: un pour 5e année, un pour 6e année et un pour 7e année. A ce dernier s'ajoute un cahier d'exercices pour les élèves.

N.B. - Les vingt-quatre tableaux imprimés en couleurs dans les livres de l'élève sont publiés en une série "grand format" pour favoriser le travail collectif en classe.

b) Méthode directe de conversation anglaise, par Kathleen Hart: Volume I, 5e année; Volume II, 6e année; Volume III, 7e année.

Au troisième volume s'ajoute aussi un cahier d'exercices pour les élèves



N.B. - L'auteur de cette série de manuels n'a pas publié un tiré à part "grand format" des tableaux.

Depuis quelques années déjà, mademoiselle Hart s'est désintéressée de l'enseignement de l'anglais à l'élémentaire. En conséquence, c'est "Conversation anglaise à l'aide de l'image" qui s'utilise présentement dans toute la province.

### Professeurs

Les commissions scolaires n'étant pas tenues de recourir aux services de professeurs spécialisés pour le cours primaire, l'anglais y est généralement enseigné par les titulaires de classe.

### Horaires

On consacre deux heures par semaine à cet enseignement.

### Au cours secondaire

(Cf. Programme d'études des écoles secondaires, pp. 137-144)

Commencé plutôt timidement au cours élémentaire, l'enseignement de l'anglais s'intensifie au cours secondaire.

### Objectifs

Les objectifs poursuivis à ce niveau peuvent se résumer à deux:

a) L'entraînement à la bonne compréhension de la langue parlée et écrite, l'acquisition de l'habileté à parler et à écrire convenablement. C'est le point de vue utilitaire.

b) L'appréciation de la valeur culturelle de la langue et le développement d'une attitude à la fois compréhensive et critique à l'égard de la littérature et de la civilisation anglo-saxonnes.





## Programme, méthodes et procédés

Le programme proposé tend à la réalisation des objectifs. Il porte sur les points suivants: la conversation, le vocabulaire, la grammaire, la lecture la composition.

La conversation - Comme facteur d'intérêt et d'efficacité, l'observation directe des choses sert d'amorce et de point d'appui, comme au cours primaire, surtout en 8e et 9e années. On s'efforce de créer et de maintenir, en les enrichissant graduellement les automatismes nécessaires à l'expression spontanée; on s'applique à la maîtrise des structures; on s'astreint au soin de la prononciation l'accentuation et l'intonation

Les procédés utilisés sont: l'interrogation, la substitution, la reproduction, la dramatisation et, vers la fin du cours, la traduction, sous une forme globale et non littérale, de l'idée, permettant ainsi aux élèves de respecter les expressions idiomatiques propres à l'anglais et au français et de découvrir les équivalences sémantiques des deux langues.

Les sujets de conversation sont choisis, en raison des intérêts psychologiques des adolescents, parmi les sujets, les événements, les personnes ou les choses qui suscitent chez les élèves un intérêt spontané. Ces sujets doivent nécessairement se prêter à l'utilisation des formes structurales et du vocabulaire étudiés.

Le vocabulaire - Le vocabulaire de structure (form words) et de désignation (content words) est basé sur une échelle de fréquence d'emploi; il comprend huit cents mots à la fin de la 8e année, douze cents à la fin de la 9e, seize cents à la fin de la 10e et deux mille à la fin de la 11e.

La grammaire - La grammaire est d'abord étudiée comme auxiliaire du langage. Vers la fin du cours, on en donne



une connaissance plus intime permettant de mieux saisir le génie de la langue. Donc, fonctionnelle en 8e et 9e années, son étude devient plus rationnelle et systématique en 10e et 11e années.

Le programme donne une répartition de la matière pour les quatre années du cours.

La lecture - Ce sont deux des objectifs principaux du programme que, par la lecture, d'entraîner les élèves, à bien comprendre la langue et en apprécier la valeur culturelle.

Le programme recommande d'abord la lecture silencieuse qui permet de raffermir le vocabulaire et de l'enrichir, de reconnaître les tournures de la phrase anglaise et d'en saisir le sens. Quand les élèves sont entraînés à l'intelligence d'un texte, la lecture orale a ensuite sa place.

La composition - Les élèves sont conduits à l'expression écrite par la conversation et la lecture qui leur donnent les structures, les tournures idiomatiques et le vocabulaire.

On commence par de brefs exercices de reproduction des textes lus; on en vient graduellement à l'expression de pensées et d'observations personnelles, à la composition.

Le programme recommande:

- a) un paragraphe de quelques phrases, en 8e et 9e années;
- b) une composition ou une lettre de trois ou quatre paragraphes, en 10e et 11e années.

N.B. - En 10e et 11e années du cours commercial, en plus de suivre le programme de base, on apporte une attention spéciale à la correspondance anglaise et au vocabulaire des affaires.





Manuels en usage

a) Lecture

8e année

The Mystery of the Island (adapté de Jules Verne)

The Prince and the Pauper, Mark Twain.

Eleven Short Stories, G.C. Thornley (série Pleasant Books in Easy English)

9e année

Children of the New Forest, Captain Marryat

Robinson Crusoé, Daniel Defoe

A Little Work - A Little Play, G.C. Thornley (série Pleasant Books in Easy English)

N.B. - Les élèves de 8e et 9e années de tous les cours sont appelés à lire au moins un des trois livres indiqués pour leur degré.

10e année

Little Women, L.M. Alcott

Quentin Durward, Walter Scott

The Deerslayer, F. Fenimore Cooper

11e année

The Rosary, Florence Barclay

A Journey to the Center of the Earth, Jules Verne

King Solomon's Mines, Sir H. Rider Haggard

Les livres de lecture ci-dessus sont tirés de la série "New Method supplementary Readers", adaptation de Michael West.

N.B. - Les élèves de 10e et 11e années sont appelés à lire deux des livres indiqués pour leur degré.

b) Conversation et grammaire

8e année: New Method English Practice, Book One, Harold E. Palmer.

9e année: New Method English Practice, Book Two, Harold E. Palmer.

10e année: New Method English Practice, Book Three, Harold E. Palmer.



11e année: Living English Structure for Schools,  
W. Stannard Allen.

Key to the Exercises, W. Stannard Allen.

Improve your English, Michael West, (édition  
canadienne)

Sont aussi autorisés pour l'année 1964-65 les manuels  
suivants:

8e et 9e années: Méthode directe de conversation anglaise,  
3e livre, Kathleen Hart.

ou

La Conversation anglaise à l'aide de l'image,  
3e livre, Filteau et Villeneuve.

8e, 9e et 10e années: La classe en anglais, 3e livre, F.I.C.

Langue anglaise, cours intermédiaire, F.I.C.

Nouveau cours d'anglais, Ollendorf.

The French Canadian's Guide to English Grammar:  
with examples in French and English, McBriarty  
(nouvelle édition)

The French Canadian's Exercises to English Grammar,  
McBriarty, 1st, 2nd, 3rd and 4th series.

L'anglais rendu facile à l'aide du grammophone,  
3e livre, Patenaude.

L'anglais rendu facile à l'aide du grammophone,  
cours supérieur, Patenaude.

Langue anglaise, 10e, 11e et 12e années, F.S.C.

### Professeurs

Des professeurs spécialisés sont chargés de l'enseignement  
de l'anglais au secondaire.

### Horaire hebdomadaire

a) En 8e et 9e années, quatre périodes.

b) En 10e et 11e années:

1) Cours général et scientifique, quatre périodes

2) Cours commercial, six périodes.





Cours préparatoire aux études supérieures  
(Cf. Edition 1964, pages 98 à 101)

Les étudiants qui fréquentent ce cours ont le choix entre deux programmes; ils peuvent opter pour l'un ou l'autre, selon la préparation qu'ils se sont donnée antérieurement ou les études supérieures auxquelles ils se destinent. Ces programmes sont identifiés sous les titres: Anglais I et Anglais II.

Anglais I

Ce programme est, en quelque sorte une revision et un approfondissement des études des autres années du secondaire. C'est pour cela qu'il réfère aux directives méthodologiques énoncées pour les classes précédentes.

En tenant compte de la nature tout à fait particulière de l'apprentissage d'une langue étrangère, le programme insiste sur la phonétique, les structures, la lecture et la composition.

A- Phonétique

Cette étude systématique s'impose pour corriger l'audition imparfaite et la mauvaise phonation d'un grand nombre d'élèves. Le programme demande d'insister: " 1) sur les points d'interférence entre la phonétique de la langue maternelle et celle de la langue seconde; 2) sur l'intonation de la phrase ainsi que sur les faits rythmiques et ce, d'une façon systématique".

B- Structures

On doit procéder à un travail de récupération avec les élèves qui ont terminé leur 11e année sans avoir bien acquis les automatismes essentiels à l'emploi des structures de base.

A cette fin, des exercices mécaniques (drills) doivent être faits avec l'aide du laboratoire de langue ou du magnétophone.



### C- Lecture

Ce travail, continué dans l'esprit des programmes de 10e et de 11e années, établit "le contact avec de nouveaux écrivains, assure une plus grande intelligence de l'esprit de la langue anglaise, un enrichissement du vocabulaire et une meilleure connaissance de la pensée anglo-saxonne".

### D- Composition

On recommande d'entraîner les élèves à la reproduction de récits. Il est demandé d'éviter l'élaboration des sujets qui n'ont aucun rapport avec la lecture.

### Manuels suggérés

#### A- Pour les élèves:

- a) phonétique: Colloquial English Pronunciation, Julian T. Pring - Longmans Green.
- b) structures: Mastering American English, Grant Taylor - Saxon Press  
  
Graded Exercises in English, Robert J. Dixon - Regents Publishing Co.
- c) Tales from Shakespeare, Charles and Mary Lamb  
  
The Thirty-Nine Steps, John Buchan  
  
Campbell's Kingdom, Hammond Innes

#### B- Pour le professeur:

Phonétique: English Pronunciation, Lado-Tries  
University of Michigan Press.

Manual of American English - Pronunciation-  
Clifford H. Prator, Holt, Rinehart &  
Winston Co.

### Anglais II

Ce cours facultatif est destiné aux étudiants qui possèdent:

- 1) la compréhension auditive et b) la facilité d'expression orale et écrite leur permettant de bien réussir l'examen d'entrée à





l'université et de tirer profit des ouvrages anglais qu'il leur faudra consulter durant leurs études universitaires.

Ce cours s'appuie sur:

- a) la lecture de textes tels que ceux que l'on trouve dans les anthologies préparées à l'usage des étudiants de langue étrangère qui se destinent à des études dans une université de langue anglaise;
- b) 1) le genre de composition écrite appelé "précis writing" où l'on demande à l'étudiant de préparer un résumé d'un texte lu; 2) des compositions proprement dites ayant rapport à des sujets intimement liés à un texte déjà étudié;
- c) des discussions en langue seconde ou en langue maternelle au sujet des textes étudiés.

La lecture de chaque texte est suivie d'une période de questions permettant au professeur de contrôler la compréhension de l'étudiant et son degré de pénétration de la pensée de l'auteur. Les questions posées en anglais invitent l'élève à poursuivre l'exercice d'expression orale ou écrite des idées qu'il aura retirées de ses lectures.

La lecture à haute voix n'est pas négligée, mais les périodes qui lui sont consacrées ne doivent pas être prolongées; elles doivent se limiter aux passages qui présentent des difficultés particulières d'interprétation.

Les travaux écrits doivent comprendre: 1) des comptes rendus des textes étudiés et 2) de brèves rédactions sur des sujets intimement liés aux textes lus.

Les revues d'actualité suggérées sont d'une grande utilité pour:

- a) enrichir le vocabulaire actif et passif;
- b) aider à la compréhension de la mentalité anglo-saxonne dans le contexte nord-américain;
- c) fournir des sources additionnelles d'information sur les différents domaines de l'activité humaine.



Manuels suggérés

A- Pour les élèves:

The English We Use, R.A.

Close - Longmans, Green

A University Anthology for Overseas  
Student, (ne porte pas de nom d'auteur),  
Longmans, Green.

B- Pour les professeurs:

Précis Writing, L.R.H. Chapman, Longmans, Green.

Teaching English As a Foreign Language,  
P. Gurrey-Longmans, Green (Chs. 11-15 incl.)

Revue

Canada Monthly

Time

Newsweek

Horaire

On consacre trois périodes par semaine dans chacun des deux  
cours. A ce niveau, à une période de cours correspond une  
période de travail personnel, sans compter le travail à domicile.

---



## L'Enseignement spécialisé

L'anglais s'enseigne comme langue seconde dans les classes d'enseignement spécialisé, au cours de métiers et au cours de spécialisation.

### Au cours de métiers

#### Programme

Cet enseignement se dispense en première et en deuxième.

En première année surtout, on attache plus d'importance à l'expression orale, sans négliger toutefois l'expression écrite. Dès le début de l'année, on insiste sur les verbes. La grammaire s'enseigne occasionnellement, mais on insiste pour que les élèves maîtrisent les règles vues. Les exercices oraux et écrits de phraséologie sont multipliés et variés.

#### Manuels en usage

Première année: a) English Is Easy, Book One, Albert Filteau, Centre de Psychologie et de Pédagogie

b) Vocabulaire technique bilingue, Jean Delorme.

Deuxième année: a) English Is Easy, Book Two, Albert Filteau, Centre de Psychologie et de Pédagogie

b) Review Exercises in English Grammar, Okeslund and Vinson

#### Lecture:

A Book of Good Short Stories, MacNally  
(Pour les deux années)

### Au cours de spécialisation

L'enseignement de l'anglais se poursuit de façon à assurer aux élèves une maîtrise de la langue et leur permettre de suivre avec profit les cours qui se donnent en anglais sur l'une ou l'autre des matières techniques du programme. Il va sans dire que le vocabulaire technique est l'objet d'une attention particulière durant ces quatre années.





Manuels en usage

Année préparatoire

a) Volumes à l'usage des élèves:

Everyday Dialogues in English For the Foreign Born, by Robert, J. Dixon, Regents Publishing Co. Inc., N.Y.

Regents English Workbook For Foreign Born, Book I (Elementary Intermediate), by Robert J. Dixon, Regents Publishing Co. Inc., N.Y.

Vocabulaire technique, Jean Delorme.

b) Volume de référence pour les professeurs;

Guide in English Grammar, W.J. McBriarty, Québec.

Première année

a) Volumes pour les élèves:

Everyday Dialogues in English For the Foreign Born, by Robert J. Dixon, Regents Publishing Co., Inc., N.Y.

Regents English Workbook For Foreign Students, Book II (Intermediate-Advanced), by Robert J. Dixon, Regents Publishing Co., Inc., N.Y.

Essential Idioms in English For the Foreign Born, by Robert J. Dixon, Regents Publishing Co., Inc., N.Y.

b) Volume de référence pour les professeurs:

Guide in English Grammar, W.J. McBriarty, Québec.

Deuxième année

Les mêmes ouvrages qu'en première année.

Troisième année

a) Volumes pour les élèves:

Les mêmes qu'en première et deuxième années, moins Regents English Workbook For Foreign Students, Book II

b) Volume de référence pour les professeurs:

Daily Drills for Better English, E.H. Webster, World Book Co.



### Méthodes et procédés

En général, l'enseignement de la langue seconde se fait selon la méthode traditionnelle. On doit faire exception pour quelques cas isolés où, comme il a été dit plus haut, l'une ou l'autre des matières techniques du programme est enseignée en anglais.

Dans les institutions pourvues de magnétophones, ces instruments sont utilisés pour certains exercices de langue parlée.

Dans une institution, un professeur utilise une série de disques, dont il est le propriétaire. C'est un cas rare sinon l'unique.

### Professeurs

Sauf dans les institutions où le nombre des élèves permet une spécialisation très poussée du personnel, cet enseignement est confié aux membres du personnel qui ont le plus de connaissances et d'aptitudes pour la matière.

### Horaires

- a) Au cours de métiers: deux périodes par semaine.
- b) Au cours de spécialisation: quatre périodes par semaine en préparatoire, deux, en première et en deuxième année, une, en troisième année.





## Les écoles normales

Les écoles normales du Québec offrent deux cours: l'un prépare à l'obtention du brevet d'enseignement classe "B", l'autre, au brevet d'enseignement classe "A".

L'anglais figure au programme des deux cours avec les deux objectifs généraux suivants: la culture générale et la méthodologie. Nous nous limitons ici à la description, pour chaque cours du programme de culture générale, tout en reconnaissant que l'étude de la méthodologie propre à l'enseignement d'une discipline contribue à l'enrichissement des connaissances que le futur maître a acquises dans cette même discipline.

### Cours du brevet "B"

Ce cours, d'une durée de deux ans après la onzième année de scolarité, est couronné par le brevet classe "B" qui donne à son porteur l'autorisation d'enseigner dans les classes du niveau élémentaire.

#### A- Programme

Le programme de culture générale en anglais comporte sept crédits (105 heures) répartis comme suit: cinq crédits (75 heures) la première année et deux crédits (30 heures) la deuxième année.

La première année, on procède "surtout à une revision des connaissances qui font l'objet de l'enseignement de l'anglais au niveau des 5e et 6e années du cours élémentaire. En effectuant cette revision, le professeur doit insister plus particulièrement sur l'acquisition des automatismes que les normaliens seront appelés à développer chez les élèves des classes mentionnées".

Les trente heures de la deuxième année sont consacrées à terminer l'étude des manuels proposés pour le programme de la première année.

Le professeur doit surtout insister "sur l'emploi spontané



des structures à enseigner en 7e année du cours élémentaire. De plus, le professeur doit exiger la prononciation exacte et la diction juste et claire, seules dignes d'être proposées comme modèles."

B- Manuels en usage

1- Conversation, composition, grammaire

a) Pour les exercices oraux (conversation), les exercices écrits (composition) et les exercices de grammaire structurale:

1o Modern English Practice, D. Waldo Clarke et M.D. Munroe Mackenzie, Longmans 1957, 1959.

2o Mastering American English, Grant Taylor, Sazon Press 1956.

2- Lecture personnelle contrôlée

Ouvrages recommandés:

R.L. Stevenson, Dr. Jekyll and Mr. Hyde (Long SES) "Treasure Island" (Macmillan)  
Poe, "The Gold Bug" (Regents)  
Dickens, "David Copperfield" (Longman SES)  
"Oliver Twist" (Oxford TR)  
"Stories of Shakespeare" (Long)  
Charlotte Bronte "Jane Eyre" (Longmans SES)  
D.Du Maurier "Rebecca" (Longmans SES)  
"Silas Marner", by George Eliot

Cours du brevet "A"

Ce cours est de quatre ans après la onzième année de scolarité; il est couronné par le brevet d'enseignement classe "A", qui donne à son porteur l'autorisation d'enseigner dans les classes des niveaux préscolaire, élémentaire ou secondaire, selon l'option choisie par l'étudiant en vue d'une spécialisation acquise au cours de la quatrième année. Grâce à une entente intervenue entre le Gouvernement et des universités du Québec, ses dernières accordent le titre de bachelier en pédagogie aux détenteurs du brevet "A".





## A-Programme

### a) Première et deuxième année

Le programme de culture générale des deux premières années comporte, au total, douze crédits ou quatre-vingt-dix heures par année.

Il porte sur la phonétique, la conversation, la lecture et la composition. Il vise à familiariser les élèves avec les structures de façon, non seulement à mettre les futurs maîtres en face des richesses culturelles de la langue, mais à les rendre capables d'en faire leur profit.

### b) Quatrième année

Comme il est dit plus haut, en quatrième année, le programme est optionnel. Les options "A" et "B" préparent à l'enseignement de l'anglais aux cours élémentaire et secondaire; l'option "C", à l'enseignement au cours secondaire.

- 1o L'option "A", Cours général, comporte 4 crédits ou 60 heures principalement consacrées à l'étude de la méthodologie, bien que, comme la chose a déjà été mentionnée, les travaux qui sont demandés aux élèves favorisent l'accroissement de leur culture.
- 2o L'option "B", Cours spécialisé, consacre 4 crédits ou 60 heures à la culture générale. L'étude porte sur les points suivants:
  - L'introduction à la linguistique (1 crédit); la nature de la langue, le phonème et les groupements de phonèmes, le morphème et les groupements de morphèmes, les procédés de l'analyse et de la description d'une langue étrangère.
  - La phonétique de l'anglais (1 crédit); les sons et les phonèmes, la nature et les fonctions des organes de la parole (application à la prononciation de l'anglais), le travail en laboratoire (exercices pratiques).
  - La grammaire anglaise (1 crédit)
  - La littérature anglaise (les auteurs anglais, canadiens et américains les plus éminents (1 crédit)
- 3o L'option "C", Cours spécialisé, consacre 7 crédits ou 105 heures à la culture générale comme suit:





-Introduction à la linguistique (3 crédits):  
nature de la langue, le phonème et les groupements de phonèmes, le morphème et les groupements de morphèmes, les procédés de l'analyse et de la description d'une langue étrangère.

-La phonétique de l'anglais (2 crédits):  
les sons et les phonèmes, la nature et les fonctions des organes de la parole (application à la prononciation de l'anglais), travail en laboratoire (exercices pratiques).

-La grammaire anglaise (1 crédit)

-La littérature anglaise (les auteurs anglais, canadiens et américains les plus éminents) (1 crédit)

Il va sans dire que le programme de chacune des trois options fait suite à ceux du même genre, grammaire par exemple, donnés en première et deuxième années.

#### B-Manuels en usage

##### Première année:

###### a) English Phonetics:

- 1o English Pronunciation, Charles Fries and Robert Lado, University of Michigan Press
- 2o Canadian representative: Ambassador Books, 1149 King St. West, Toronto, Ontario.

###### b) Spoken English:

- 1o Mastering American English, Grant Taylor, Saxon Press
- 2o Practical Exercises in Everyday English for Advanced Foreign Students, Robert Dixon Latin American Press
- 3o Living English Structure, W.S. Allen, Longmans, Green
- 4o Modern English Practice, D. Walda Clarke and M. D. Munroe, Mackenzie, Longmans, Green.

###### c) Reading:

A reading program should be organized along the lines of the following:

- 1o a selection dealing with an easily-grasped social problem, e.g. The Death of a Salesman by Arthur Miller;



- 2o a modern folk tale with moral overtones, e.f.  
The Pearl by John Steinbeck;
- 3o a historical problem, e.g. an excerpt from  
Hugh MacLennan's Two Solitudes;
- 4o the linguistics aspects such as regional differences  
in language as revealed in short stories of type found  
in collections like Short Story Masterpieces and Modern  
American Short Stories.

Livres de référence pour les maîtres

- 1o People in Fact and Fiction, Virginia French  
Allen, Thomas Y. Crowell and Co., 432 Park Ave,  
South, New York 16, N.Y.
- 2o Linguistics Across Cultures, Robert Lado, University  
of Michigan Press.

Quatrième année

Option "A"

Brooks, Nelson

Language and Language Learning:

Theory and Practice.

Harcourt, Brace and Co. New York  
1962

Hall, Robert J.

Linguistic Science and Your Lan-  
guage Harper New York

Smith, Henry Lee J.

Linguistic Science and the Teaching  
of English

Language Learning (journal)  
3038, North University  
Building Ann Arbor, Michigan

Selected Articles on English as A  
Foreign Language Vol. 1 1953;  
Vol. 11 1962





### Options "B" et "C"

Les ouvrages indiqués ci-dessus et:

|   |  |
|---|--|
| Phonétique: Prator, Clifford                | <u>Manual of American English Pronunciation</u> , Holt, Rinehart and Winston 1956, New York. |
| English Language Institute Staff            | <u>English Pronunciation</u> University of Michigan Press, 1954, Ann Arbor, Michigan         |
| <u>Sound Studies</u>                        | Let's Speak English Series, W.J. Gage 1962, Galt, Ontario                                    |
| <u>Grammaire</u>                            |  |
| Scheurweghs, G.                             | Present Day English Syntax 1957 Longmans   |
| Veslot, H. & Blanchet J.                    | Les Traquenars de la Version anglaise 1958, Hachette   |
| Zandvoort, R.W.                             | A Handbook of English Grammar 1957 Longmans  |
| <u>Littérature</u>                          |  |
| The National Council of Teachers of English | Litterature in English 1962 McGraw-Hill Toronto  |
|   | The Pageant of Literature 1962 Collier Macmillan Galt, Ontario                               |

### Professeurs

Les professeurs qui enseignent l'anglais dans les écoles normales doivent normalement détenir un brevet spécialisé pour l'enseignement de cette discipline et un titre universitaire, maîtrise, licence ou l'équivalent, dans cette même discipline.

### Matériel

Il importe de noter que, dans un très grand nombre d'écoles normales, des laboratoires de langues, ou d'autres systèmes techniques correspondants, sont utilisés spécialement pour l'appréciation de l'expression orale des élèves.



## Les Instituts familiaux

Jusqu'à la 11e année inclusivement, les instituts familiaux suivent en tous points le programme du cours secondaire public. On pourra donc référer aux données du présent rapport, pages 4 à 8.

### Douzième et treizième années

#### Programme

A ce niveau du cours, les élèves de ces institutions doivent s'efforcer d'améliorer la conversation anglaise pour être en mesure de s'exprimer correctement dans leurs relations sociales.

Les élèves doivent aussi apprendre à maîtriser le vocabulaire technique de l'enseignement ménager afin de pouvoir lire couramment et de comprendre les manuels et les revues en langue anglaise qui concernent ces matières.

Occasionnellement, elles doivent approfondir les notions grammaticales étudiées en 10e et 11e années.

Le vocabulaire, la conversation et la grammaire s'étudient par les centres d'intérêt suivants:

La maison, la table, les aliments, la cuisson, le nettoyage et l'entretien de la maison; en 13e année, la couture et les tissus, les achats, les salutations et les formules de politesse, les expressions courantes et les idiotismes.

#### Lectures dirigées

Les ouvrages suivants sont recommandés pour les exercices de lecture dirigée:

Dickens, "David Copperfield" (Longmans SES)  
Stories of Shakespeare's Plays (OX)  
Lamb's Tales from Shakespeare (Long)  
D. Du Maurier "Rebecca" (Longmans SES)  
The Black Arrow, R.L. Stevenson





## Education populaire

Le Ministère de l'Education se préoccupe de l'éducation populaire avec un vif intérêt. Des milliers d'adultes, hommes et femmes s'inscrivent, chaque année, aux cours d'anglais offerts gratuitement. Ces cours sont de soixante heures par année, à raison de deux heures par soir, deux soirs par semaine.

### Programme

Pour mieux pourvoir aux besoins des étudiants, le programme prévoit trois cycles: le premier sert d'initiation à la langue parlée, dans un cadre spécialement adapté aux débutants; le deuxième et le troisième s'adressent, à des degrés différents, à ceux qui possèdent déjà certaines connaissances de la langue parlée. La conversation occupe une place de choix; cependant, l'enseignement de l'expression se fait systématiquement.

### Méthodes

Les méthodes actives sont utilisées le plus possible. Pour que les élèves acquièrent un vocabulaire actif, utile et courant, l'enseignement porte sur des situations réelles de la vie quotidienne. Les centres d'intérêt sont à l'honneur; ils sont tirés de la vie familiale, la vie sociale et la vie professionnelle.

### Manuels utilisés

- 1er degré: English Is Easy, Book I, Albert Filteau. (600 mots actifs)
- 2e degré: English Is Easy, Book II, Albert Filteau. (800 mots actifs)
- 3e degré: English Is Easy, Book III, Albert Filteau. (1200 mots actifs)





Suggestions pour lecture personnelle

The Mystery of the Island (adapté de Jules Verne)  
The Prince and the Pauper (Mark Twain)  
Children of the New Forest (Captain Marryat)  
Robinson Crusoé (Daniel Defoe)  
Little Women (L.M. Alcott)  
Quentin Durward (Walter Scott)  
The Rosary (Florence Barclay)  
The Black Arrow (Stevenson)  
Series New Method Supplementary  
Readers (adaptation de Michael West)

Professeurs

Les professeurs chargés de cet enseignement sont généralement spécialisés. En plus d'être détenteurs d'un brevet d'enseignement régulier, ils doivent posséder une très bonne connaissance de la langue.



## Initiatives particulières

### Emissions radiophoniques

Il convient de noter que le Ministère de l'Education a fait préparer une série de 32 émissions radiophoniques consacrées à l'enseignement de la langue seconde aux élèves de 5e année.

La méthode employée au cours de ces leçons consiste à fournir aux élèves des occasions nombreuses d'entendre parler la langue anglaise sans être obligés cependant de s'exprimer dans cette langue au début.

Durant les premières leçons, le professeur parle constamment aux élèves, illustrant par des sons appropriés le sens global de ce qu'il leur dit. En classe, le maître concrétise son exposé par des gestes, ce qui est plus éloquent que les sons dont il faut user à la radio. Les élèves écoutent et s'efforcent de comprendre le sens général du message. La compréhension totale n'est pas nécessaire aux débutants; il importe qu'ils se familiarisent avec les sons anglais, qu'ils puissent se rendre compte que les mots ne sont pas accentués comme en français et que l'intonation et le rythme ne correspondent pas toujours aux schèmes qu'ils ont acquis dans leur langue maternelle. De confuse que sera d'abord la compréhension, elle deviendra par la suite de plus en plus précise; synthétique au début, elle deviendra plus tard analytique.

L'usage de la radio nécessitait une certaine mise en scène. Celle qui fut adoptée mettait en présence deux jeunes Canadiens de langue française, Carol et Robert, et "Uncle Harry", un homme resté jeune d'esprit et de coeur, qui, après avoir vécu plusieurs années dans des pays anglais, revient dans son milieu natal fort embarrassé de s'exprimer convenablement en français. Afin de pouvoir





raconter ses aventures à son neveu et sa nièce, il décide de leur enseigner l'anglais.

L'émission se partage donc en trois parties:

- 1-Listening to Uncle Harry;
- 2-Speaking with Uncle Harry;
- 3-Uncle Harry's adventures.

Les personnages vont se retrouver dans des circonstances familières aux élèves: au jeu, à la ferme, en voyage, dans la famille, etc.

L'efficacité de ces émissions exigeait évidemment une fidèle collaboration des maîtres en classe. Les objectifs ont-ils été atteints? Le manque d'observations ordonnées et une analyse scientifique des résultats n'ayant pas été faite ne permettent pas de répondre présentement à la question.

#### Méthode Tan-Gau

Une autre expérience a été entreprise depuis deux ou trois ans sur l'application, au niveau élémentaire, de la méthode dite Tan-Gau. Cette méthode s'apparente à celle qui a été adoptée pour les émissions à la radio, en ce sens que, dès le début, le maître s'adresse aux élèves uniquement en anglais; toutefois, ces derniers peuvent lui répondre dans leur langue maternelle jusqu'au moment où ils possèdent et les connaissances et la confiance voulues pour s'exprimer dans la langue seconde.

Au début, cette méthode accuse un retard sur les méthodes traditionnelles quant au recours à l'expression orale et à l'expression écrite. Cependant, il semble que, jusqu'ici, elle ait conduit à des résultats pour le moins équivalents.

Fernand Lemieux  
Conseiller technique  
Direction générale des  
Programmes et examens



SUMMARY OF FRENCH PROGRAMME IN PROTESTANT SCHOOLS

---

The teaching of French in Protestant Schools begins formally at the Grade III level. However, where competent, qualified, teaching personnel is available, School Boards, Administrators, and Principals frequently have this subject introduced to the pupils of Grade I. This practice is becoming more and more prevalent in many of our schools of today. The popular belief is that the earlier in life a child begins to practice a second language, the easier it will be for him to master a working knowledge of the same. At present, and where taught, the pupils of Grade I are given approximately 10 minutes instruction per day. The programme consists of common class-room vocabulary, simple commands, games, songs and numbers one to ten. This work is continued and intensified in Grade II. Pupils at this level usually received approximately 15 minutes per day. Of course, the amount of time allotted to French in different schools may vary at this level.

Grade III studies the prescribed course as laid down by the Department of Education, and as described in the Manual for Teachers, "Commençons". Twenty minutes per day, five days per week are devoted to the study of French. This programme consists of vocabulary study, series in verb work, number work, songs, games and dialogues. All stress is laid on the Oral approach as pupils are not required to write at this level.

Grade IV pupils have a prescribed text book for the first time. The text is "Jouons" part 1 by MacGowan and Eaton. Pupils are responsible for five dialogues, particular and general questionnaires based upon the dialogues, verbs study in series form, songs, games and puppet shows. Pupils are encouraged to dramatize the dialogues which gives them an opportunity to use French as a medium of communication. The series study teaches them to assimilate their thoughts while discussing a series of actions and also to ask questions, an extremely important phase of any language learning process. No written work is required in Grade IV, although some teachers have the pupils make scrap books of the members of the family, flowers, fruits, vegetables and animals along with suitable French inscriptions. Time allotted at this level is 150 minutes per week. For examination purposes, 100 marks are allowed for the Oral examination.

Grade V pupils study from the prescribed text, "Jouons", part II, by Eaton-MacGowan, which is roughly similar to the teaching process used in Grade IV. Verb tenses become an important phase of the required work as the passé composé, present and futur, along with the impératif of fifteen regular, five irregular and three families of verbs, as set forth in this text, are mastered. The usual questionnaires to each of the five dialogues are studied thoroughly, and when mastered, the pupils are able to give a résumé of the material in the dialogue. This method is followed to encourage the pupils to use more than one simple sentence when giving an answer. "Petites conversations" are also developed to give the better pupils an opportunity to discuss their interests and activities. An introduction to the fundamentals of basic grammar starts at this level. No written work is required, but as in Grade IV, some teachers do a minimum of practice. Minimum time allotted to French is 150 minutes per week.





Grade VI. The revised text of "Avançons" part I by Eaton and MacGowan is used. This course becomes a real challenge to the pupils of Grade VI as the conjugation and intensive study of twenty-six regular, seven irregular and four families of verbs are assigned. Four dialogues and two "lectures" are required for intensive study. A particular and general questionnaire deal with each unit. The study of rules for the formation and application of basic tenses begins. Series, songs, games, numbers, petites conversations and dictée form the balance of requisites. A minimum of written work is required at this level as only 25 marks are allowed for the written examination. As teachers are encouraged to stress the Oral, 75 marks are allowed for this portion of the work. Allotted time as in Grade V.

Grade VII. The revised text "Avançons" part II by Eaton and MacGowan is prescribed. Pupils are responsible for the conjugation and intensive study of a minimum of forty-seven regular, ten irregular and five families of verbs. The formation and use of the imparfait is introduced. Four dialogues and two "lectures" along with the accompanying questionnaires make up the course. Supplementary reading, series work, songs, games, number work and petites conversations add to the requisites. The emphasis is translations, dictation and questionnaires are introduced. The marking scheme at this level is similar to that of Grade VI. Pupils in Grade VII must sit for a Departmental Oral and Written examination as prepared by the Department. The results are evaluated by the teachers in charge. Time allotted: 150 minutes per week.

Grade VIII. Prescribed text for intensive study: Le Français Pratique by Buchanan and Peck. Six chapters of this text along with the reading of one story chosen from a selection form the requisites for Grade VIII. At this level, pupils have made considerable progress, and teachers are encouraged to use French exclusively while working in French classes. More particular attention is now spent on the developing of grammatical techniques. Translations, conjugations, dictations, compositions, extra readings and songs form part of the pattern. A selection of readers is offered to this grade, of which students are expected to choose at least one as reading for sheer enjoyment as well as oral discussion. This practice helps develop vocabulary power, as well as a certain flexibility in the use of idiomatic grammatical constructions. Grade VIII students devote a minimum of 200 minutes per week to this work. For examination purposes, a total of 200 marks are allowed: 100 Oral - 100 written, and each is marked upon its individual merit.

Grade IX. Le Français Pratique, part II, by Buchanan and Peck. This text contains five chapters of short stories, dialogues, and petites conversations, along with related grammatical study. In addition, one short story chosen from a selection of readers forms the minimum requisite. Le Français Pratique deals with extensive verb study, formation and comparison of adjectives and adverbs, demonstrative adjectives and pronouns, interrogative adjectives and pronouns, disjunctive, personal, possessive and relative pronouns. Supplementary reading is encouraged. Minimum time allotted to French: 200 minutes per week. Marks: 200 - 100 Oral - 100 written.





Grade X. *Le Français Pratique*, part III, by Buchanan and Peck is the prescribed text used for intensive study. Six chapters containing short stories, along with suitable particular and general questionnaires, related grammar, and a choice of at least one of the supplementary readers compose the course. Classes are conducted in French, and the students are expected to be able to discuss their work with a minimum of difficulty in this language. The stories are read, discussed and reproduced frequently. More highly developed "sujets de conversation" are now introduced, as the students must prepare for an Oral examination, set forth by the Department, but conducted by the teacher in charge of French in each particular school. In June, students in most schools write a written examination set by the Department of Education and evaluated by an external examiner. This procedure, throughout the province, tends to keep all students on an even keel. Marks: 200 - 100 Oral - 100 written. Time allotted to the study of French: 200 minutes per week.

Grade XI. Texts: *Contes Français et Légendes Canadiennes*.  
*Revue Pratique de Grammaire*

and one of two stories chosen from a selection of three as used in a three-year cycle: *L'Evasion du Duc de Beaufort*; *Cica, la Fille du Bandit*; *l'Armure du Magyar*. As Grade XI is the final year of study in many of our Protestant High Schools, students are expected to be able to converse freely and fluently when they attain this level. Departmental examinations, both Oral and Written, are conducted by Departmental Officials. In order to meet the requirements of these examinations, students must be prepared to give a satisfactory account of themselves, and their work as performed over the years, if they wish to be credited with a passing mark. Candidates must show the examiner that they have a working knowledge of verb tenses, pronouns, negatives, idiomatic expressions with "avoir" and "faire". They must be prepared to answer general questions, discuss ten sujets de conversation. Their final mark is based upon their ability to understand, speak, read and write what they have studied through the years. An ability to give instructions and directions, as well as ask intelligently, is important. Translations, dictations, compositions, letter writing, grammar study and application form the basic requirements of this year's work. A total of 200 marks are allowed for French - 100 Oral - 100 written. Time required: 200 minutes per week.

Grade XII. In schools where we are fortunate enough to have Grade XII, the course prescribed is one of literary content. Candidates are responsible for a study and analysis of at least five texts, of which two are studied intensively. This course is not one of simply learning French, but rather, one where a certain degree of perfection and choice of expression is developed. French Courses should offer a minimum of difficulty at this level, as this phase of the work will have been completed in previous grades. Candidates at this level sit for two departmental officers conduct the test. Time allotted is at least 200 minutes per week. Examination marking scheme: 100 for Oral - 100 for Written.





A special recording of all the French songs as contained in Avançons parts I & II, is available free of charge from the Department of Education to any teacher of French. This is especially helpful for those teachers who do not possess the gift of music.

Four sets of charts dealing with verbs, articles, negatives, genders, numbers, possessive adjectives and pronouns, personal pronouns and the development of sub clauses are available from the Department of Education. There are four series: 1999, 2000, and 2002 which may be used for teaching purposes, as well as remedial and review work. Most of our teachers of French put these charts to excellent use.

A series of television programmes on elementary French will be presented during the winter months. Most schools within easy reach of this program have signified their wish to watch the demonstration. Each school participating in this program is asked to submit a critical evaluation of the work at the completion of the series.

This year, an experimental course entitled "Steps in Introducing French" at the Grade III level is being conducted at the Macdonald High School. No report of its merit is yet available.

In some areas where competent, teaching personnel is available, the teaching of History, Geography and Health is conducted in French. Last June, the results in Oral and Written French, in schools where this experiment is being tried, proved exceptionally good. One such area is West Island.

French Course II is offered In Grades X and XI in some of the High Schools in Greater Montreal. This is largely an oral course, and is designed to improve the candidate's ability to express himself more fluently. Approximately 17% of the candidates in Montreal studied this course last year. It consists of the reading of two texts, as well as the preparation of a minimum of twenty speeches for discussion and evaluation during the year. The written examination is simply one of translation: French-English: English-French pattern.

A practical course for Grades VIII to XI is being developed in Montreal for pupils whose I.Q.'s range from 90 to 109. This is a course designed to help those students who might become "drop-outs" if compelled to follow the regular course. Approximately 8% of the student body in Montreal is studying this version of the work. This course emphasizes the oral approach and is not designed as a University entrance credit, as its requisites have been diminished in comparison to that of the regular general course.

Many large High Schools in Montreal and vicinity now have language laboratories installed. Teachers of French use these for teaching, review and drill. Tapes are prepared by the teachers of French in the schools, and are used, to good effect.

J. Ross Beattie.  
Inspector of Secondary  
Schools (French)









